DOCUMENT RESUME

ED 285 140 CS 008 912

AUTHOR Hays, Richard R.
TITLE An Individualized Management Strategy for Secondary Reading Teachers.
PUB DATE Apr 87
NOTE 18p.; Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association (Indianapolis, IN, April 2-4, 1987).
PUB TYPE Viewpoints (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; Independent Reading; *Individualized Reading; Management Systems; *Reading Instruction; Reading Materials; Reading Programs; Reading Research; Reading Skills; Reading Strategies; Reading Tests; *Remedial Reading; Secondary Education; *Teaching Methods
IDENTIFIERS Management Skills; Management Styles

ABSTRACT

A six-phase management effectiveness strategy that can be employed by secondary classroom reading teachers to facilitate and improve the learning of students whose reading skill needs are severely deficient, is outlined in this document. The first phase, the inventory, requires teachers to list and group all reading materials available. In phase two, teachers assess students' skill levels and deficiencies using the Shipman-Warncke Assessment Profile (SWAP), while in phase three, teachers develop individual folders for students and the necessary recordkeeping forms for the folder to function properly. During phase four, teachers write individually tailored programs for each student, using the Master Key containing all grade levels of each of the materials and using group assessment/individual assessment scores from the pretest. Teachers explain the reading programs to each student in individual conferences while other students are working on a common activity. During phase five, teachers give individual "mini-lessons" to groups of two or three students who are working on the same skill. In phase six, students correct their work at a checking station after they have completed each lesson. Several other suggestions are made for techniques to facilitate smooth operation of the management strategy, including (1) in/out boxes for lessons that are taught to the whole class, (2) creating a rubber stamp to indicate student name, date, book, and unit, so that students can find re-locate lessons they did not have time to complete, (3) reserving a particular place in the classroom for folders, and (4) a grading system wherein different classes are graded on different days of the week. (JC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED285140

An Individualized Management Strategy for Secondary Reading Teachers

Richard R. Hays

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Richard R. Hays

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

INTRODUCTION

Secondary reading teachers, like executives, need to acquire a variety of skills to effectively manage their environment. A reading teacher must be able to effectively communicate ideas, to understand the thinking of students, to demonstrate a thorough understanding of the reading process, to employ a variety of reading strategies to help students improve reading skills, and to possess management effectiveness strategies to ensure efficient learning by the student. In many ways, a teacher is an executive who is responsible for the development of the literacy of the students. Berliner (1983) has developed some parallels between teachers and business executives. Effective teaching requires executive skills and closely parallels good corporate management. Teachers, like excecutives, must state objectives, know where they are headed, and know if they are on track. Finally, like executives, teachers must evaluate performance.

Meeting the needs of secondary students through preparing an individually tailored program of activities to complement group instruction need not be a nightmare or an impossible dream. Classrooms are complex and dynamic workplaces that require management by an executive who

CS008912

BEST COPY AVAILABLE

possesses considerable talent (Berliner, 1983). The executive in this case is the classroom teacher who, according to Berliner (1983), performs nine executive functions of teaching:

(1) planning

(2) communicating goals

(3) regulating workplace activities

(4) creating a pleasant work environmen

(5) relating site work to other units in the system

(6) educating new group members

(7) supervising and working with other people

(8) motivating those being supervised

(9) evaluating the performance of those being supervised

MANAGEMENT EFFECTIVENESS STRATEGY

The purpose of this article is to delineate a management effectiveness strategy that can be employed by secondary classroom reading teachers as a way to facilitate and improve learning by those students whose reading skill needs are severely deficient. This management strategy is explained as six phases:

(1) The inventory

(2) The assessment

(3) The folder

(4) The individualized program

(5) The mini-group/lesson

(6) The scoring of lessons

Such a management strategy can be called management effectiveness strategy because it allows the teacher the maximum amount of time to address individual needs.

How does one approach the task of managing individually tailored activities at the secondary level and at the same time provide group instruction? In recent years, educators have focused on management effectiveness strategies as a framework to distinguish between more and less effective teaching. (Medley and Cook, 1980). Instructional effectiveness of individual teachers affects their students' achievement and attitudes (Berliner, 1976). Tikunoff, Berliner, and Rist (1975) found that reading teachers who were more effective were more aware of the individual needs of their students, were better at adjusting their instruction to meet these needs, and were more knowledgeable about the content that they were teaching. A summary of major findings reveals that academic achievement tends to be higher when students spend more time doing tasks that are within their level of instruction (Marliave, 1978), when teachers perform ongoing diagnosis and make adjustments in

student's learning tasks (Rupley, 1977), when teachers more closely supervise students who are working on individual assignments (Medley, 1977), and when teachers provide the appropriate pace for individually tailored activities (Filby, 1978). Berliner (Brandt, 1986) relates that expert teachers have developed routines to handle large amounts of what transpires in the classroom. Ellison (1986) examined 75 research studies which examined productivity, defined as effectiveness, efficiency, cost or cost effectiveness, and concluded that productivity of teaching can be improved. These findings suggest that a task-oriented, positively-oriented, and well-managed classroom would provide for better academic learning than those classrooms that are not organized in such a way.

By combining multi-leveled activities, careful planning, and employing good management strategies, a secondary reading teacher can be most effective and more efficient in improving the reading skills of students. These management characteristics have been succinctly stated by two well-known authorities from the world of business. Jean-Jaques Serven Schreiber (in Levinson, 1982,) has said that "Management is, all things considered, the most creative of all arts, it is the art of arts because it is the organizer of talent" (p. 52). Peter Drucker (in Levinson, 1982), a noted expert on management, relates that "Your job is not to tell someone what to do; rather, it is to enable him or her to perform well" (p. 52). Enabling

students to perform well requires a management effectiveness strategy at work in the classroom. One such strategy as described below can be accomplished in six phases and provides an opportunity to restructure the secondary reading classroom.

PHASE ONE: The Inventory

Before implementing any part of this strategy, a teacher must know what materials are available for use in the classroom. The first phase of this management strategy involves taking a complete inventory of ALL reading materials available, both in the classroom and elsewhere in the building. Inventory any materials that may be used, if only temporarily. When doing the inventory, be sure to list every level, color, and number of all materials in ascending sequence. At the same time, be sure to include reading grade levels, or reading skill levels from the teacher's manuals. Once completed, group the activities into three categories: (1) word recognition and/or vocabulary skills, (2) comprehension skills, and (3) study skills. Once grouped, rearrange each of the catagories into ascending skill level sequence. Then, create a complete list containing all activities in all categories in outline form to be included in the student folder discussed in phase three. Using the same listing, create a Teacher's Master Key. On this Master Key write all grade levels and other information from teacher's

manuals on one them and keep this Master Key at the teacher's desk for use there. Refer to this Master Key when writing individually tailored programs for students. This process is described in Phase Four.

PHASE TWO: The Assessment

While a teacher must know what materials are available, an "inventory" of students' abilities and needs becomes the other half of the inventory taking. The second phase of this management strategy is to conduct a group and/ or individual assessment(s) in order to ascertain the needs of the group as well as the needs of the individuals within the group. Choose an instrument or instruments that will yield the most information about the individuals without prolonging the preassessment process. A suggested test to employ would be the Shipman-Warncke Assessment Profile (SWAP) (Warncke & Shipman, 1984). This group adminstered test measures such skills as details, sequencing, main ideas, inferencing, as well as vocabulary and study skills. The SWAP may be employed at the PP reading level to the 12 reading level. A detailed analysis of the results will yield skill strengths and weaknesses. A careful selection of instruments at this point can facilitate the writing of individually tailored programs to improve reading skills, as described in Phase Four.

PHASE THREE: The Folder

With the "inventories" in hand, a vehicle by which teacher and student are able to communicate information must be devised. The third phase of this management strategy involves the development of the student's folder and the necessary recordkeeping forms for the folder to function properly. These forms should include the following: (1) the complete list of available materials that are appropriate to the student's individual needs, so that the student understands the sequencing of the materials that will be assigned to be completed, (2) a percentage chart so that students may compute their own percentage of accuracy on each lesson, (3) a progress graph for each skill being developed, in order for students to visualize progress, (4) an evaluation sheet, listing all the requirements that are to be met by the student during a given period of time (weekly or bi-weekly), for regular evaluation of the folder by the teacher, and (5) other forms to facilitate the operation of the folder, such as, a suggested list of good study habits to ensure meeting weekly or bi-weekly goals, a daily sequence for completing materials during the class hour, and a cumulative evaluation sheet that the teacher maintains for the complete grading period so that student is able to see current class performance level.

The folder, while providing a convenient place for students to store

work completed and work in progress, remains in the classroom at all times. The materials used to complete the assignment also must remain in the classroom since many are one of a kind and need to be available to other students at other times. Since the student maintains the folder to be graded at regular intervals (weekly or bi-weekly) by the teacher, a sense of time management, recordkeeping, study skills, and a sense of responsibility may be developed in the student through the teacher's emphasis and instruction on the importance of meeting class requirements and the need to develop better reading skills.

PHASE FOUR: The Individualized Programs

Since each student's needs are differing, a teacher must respond to these individual differences by meeting these needs in an effective way. The fourth phase of this management strategy involves using the Master Key containing all the grade levels of each of the materials, and using the group assessment/individual assessment scores from the pretest to write individually tailored programs for each student. Combined with the education, training, and experience of the teacher along with some common sense, the teacher then plans exactly what each student is to accomplish and how many lessons/cards are to be done in a given period of time--perhaps five to ten school days. The teacher should write

individually tailored programs for each student by simply checking or marking the skills to be completed by the student on the student's complete list of skills, with due dates clearly listed for each skill. The procedures for the operation of the folder and the student's responsibility for the maintainance of the folder can be taught to the whole group during the assessment phase, on the intervening testing days. Before the student begins to employ the folder, the teacher gives instruction on:

(1) where the folder is stored when not in use in the classroom

(2) what forms are to be kept in the folder, how they are filled out, and the sequencing of placement within the folder

(3) where the spare forms are located in the classroom

(4) where each of the materials are located in the classroom and how and for what purpose each is used

(5) when, where, and how the lessons are to be scored

When individually tailored programs have all been written, the teacher needs to plan an activity for the whole class for the entire class hour. While students are engaged in this activity, the teacher holds individual conferences with each student to explain student's reading strengths and weaknesses, and exactly what materials have been selected for the student's improvment of reading skills. Depending on the number of students in the class, a teacher may need to plan group activities for

several days, in order to be able to hold individual conferences with all of the students. Those students who are ill or have been absent can be integrated into the system when they return to class. Individual work by the students should not begin until all or all but one or two students have had the conference. The transition from group activities during the class hour to the individual activities needs to be a smooth operation, as the teacher is establishing a routine that allows for effective and efficient growth of students' reading skills.

PHASE FIVE: The Mini-Group/Lessons

When the teacher analyzes individual needs from the assessments and finds common needs, an efficient technique must be developed to meet these common needs. This phase of the management effectiveness strategy requires individual and group relationships as the teacher assembles a two or three student group for a mini-lesson to teach a needed skill. This needed skill can be a result of the teacher's analysis of the group's weaknesses by skills or by the teacher's ongoing diagnosis of student's needs while talking with individual students about their work. Groupings can last for several days or a few minutes, depending on the complexity of the skill to be taught. Students may be involved in more than one group at a time, but the teacher must allow sufficient time for the student to

accomplish the individually tailored program's goals. Once the skill is taught through direct instruction (Harris and Sipay, 1985), the teacher disbands this group and forms another student group to teach another needed skill through direct instruction. In order for these mini-lesson, mini-group strategies to be effective, the teacher must have:

(1) made clear to the student the instructional goals

(2) allocated sufficient time for instruction

(3) covered the content extensively

(4) monitored the performance of the students in the mini-group

(5) asked appropriate questions and received many correct responses

(6) provided immediate feedback to students (Harris and Sipay, 1985).

This close supervision of the students in the mini-lesson and in the independent assignments assigned following the lesson to give additional practice or materials assigned as a part of the individually tailored program tends to raise achievement scores and provide for more effective teaching (Medley, 1977) and, as a result, improve the reading skills of the students.

Such a mini-group, mini-lesson approach is an integral part of the management effectiveness strategy because this technique allows the teacher to implement, in a systematic way, a method by which individual needs can be met. Given the limitations of the teacher's time, this

management strategy provides for opportunities for direct instruction.

Phase Six: Scoring Individual Lessons

Evaluating student performance, an executive task outlined by Berliner (1983), must not be overlooked as a way for the teacher and student to measure growth. Phase Six of this management effectiveness strategy involves preparing a checking center by collecting all answer keys from the classroom and elsewhere in the building and preparing all scoring guides and placing them at a checking station near the teacher's desk. When students have completed a skill card or lesson, ask them to come, one at a time, to the checking station to check the completed work. Under the careful supervision of the teacher, a student may check the lesson. Any misunderstandings concerning the lesson can be easily resolved in a one minute mini-lesson at this time or the student may be assigned to a group for additional instruction. The student then returns to plot in the folder the score on the progress graph for that skill, and begins another skill card or lesson. When the teacher and student agree that mastery of the skill at assigned reading level has taken place, the teacher will ask the student to complete a teacher-selected card or lesson from that level and previously not done by the student, or a teacher-prepared lesson. Using another station located conveniently near the teacher's desk, the

student will complete a test-out-of-level lesson. When the student has completed the lesson, the teacher checks the lesson to see if the skill has been learned, and, if so, makes new assignments. If the skill has not been mastered, the teacher asks that the student continue to develop the skill by completing additional or new assignments to acquire a better understanding of the skill until student feels that mastery has occurred. The test-out process is repeated. If student has mastered skill, the teacher makes new assignments. If not, the teacher needs to diagnose why skill has not been mastered and make appropriate assignments through a readjustment of material to be completed.

FACILITATING TECHNIQUES

For a smoother operation of this management effectiveness strategy, the following suggestions are offered. First, one facilitating device is to use in/out boxes for any lessons that are taught to the whole class, such as notetaking methods, and so forth, that are to be turned in to the teacher. These can be conveniently placed at the corner of the teacher's desk. Perhaps the school's colors could be used, with one designated as "incoming" material and the other as "outgoing" material to be returned, after having been recorded in the gradebook. If time permits, the teacher may place the returned materials directly into the student's folder. A

second time-saving technique would be to have a rubber stamp made with appropriate blanks for the necessary color, level, and number of the lesson, student's name and date (See Figure 1). Since students have a tendency to put this information most anywhere and valuable time is consumed by the teacher in searching for this information, having this information in the margin at the top of the paper saves valuable time. Also, if student "A" is unable to complete the lesson before the class period is over, the card can be replaced in appropriate skill box or workbook placed in designated area of the classroom for student "B' who may need it the next hour. The next day, student "A" has only a quick check to see what lesson was incomplete and retrieve lesson from skillbox or workbook. This stamping system allows the teacher when examining student's folder to quickly double check, at any time, any student's work by locating the exact lesson or skill card that was being completed.

Figure 1: Sample of rubber stamp

Name_____

Date_____Period_____

Color, Level, or Book_____

Number, Page, or Unit_____

Using correspondence separators to hold students' folders can be another facilitating technique. Placed on a convenient window sill or shelf for easy access by the student to collect his folder when entering the room, this allows for valuable time for the teacher to check attendance, distribute papers, or for one minute consultation with a student, or several students. Since this management effectiveness strategy requires using blank forms for folder maintainance, a fourth facilititating technique would be to use in/out boxes to hold spare forms, as explained in Phase Three. Placed conveniently on a table or shelf, the students can easily acquire the forms as needed. Use one box for each form needed. The stacking kind of in/out boxes take up the least amout of table space and save the teacher valuable time. As folders are to be regularly evaluated by the teacher, a fifth facilitating technique would be to use a portion of the bulletin board to display the correct sequence in which the papers are to be placed in the folder. This will save additional valuable time in locating the papers in a student's folder. Finally, grade the folders on different days of the week. For example, grade those from the first hour on Mondays, those from the second hour on Tuesdays, and so forth. These suggestions hold opportunities to save time in implementing this management effectiveness strategy.

SUMMARY

Group instruction has been the strategy of choice by which educators have sought to raise literacy levels of those secondary students who demonstrate generous needs for improved literacy skills. However, a complementary management effectiveness strategy can be successfully employed as a means to individualize instruction for this population. While a universally effective management strategy, like a set of factors that cause reading difficulties, may not actually exist because of the multitude of variables present in the classroom environment, reading teachers may desire to explore strategies that have worked successfully for others. Perceiving the classroom through the view of corporate management provides an opportunity to restructure the secondary reading classroom. Through careful planning, and the effective use of good management skills, a secondary reading teacher can develop an individually tailored approach to meeting the diverse needs of students, while utilizing instructional time efficiently.

BIBLIOGRAPHY

Berliner, D. C. (1976). A Status Report of the Study of Teacher Effectiveness. Journal of Research in Science Teaching. 13, 369-382.

Berliner, D. C. (1983). The Executive Functions of Teaching. Instructor. 93, pp. 28-40.

Brandt, R. S. (1986). On The Expert Teacher: A Conversation with David C. Berliner. Educational Leadership, 44, pp. 4-9.

Ellison, D. (1986). Improving Productivity in Teaching. Phi Delta Kappan, 68, pp. 111-124.

Filby, N.N. (1978). How teachers produce "academic learning time": Instructional variables related to student engagement. In C.W. Fisher, et al. Selected Findings for Phase III-B. San Francisco: Far West Laboratory for Educational Research.

Levinson, H. (1982). Executive, (Rev. Ed). Cambridge, Mass: Harvard University Press.

Marliave, R. S. (1978). Academic learning time and engagement: The validation of a measure of ongoing student engagement and task difficulties. In C. W. Fisher, et al. Selected Findings for Phase III-B. San Francisco: Far West Laboratory for Educational Research.

Medley, D. M. (1977). Teacher competence and teacher effectiveness: A review of process-product research. Washington. D. C.: American Association of Colleges for Teacher Education.

Medley, D. M., & Cook, P. R. (1980). Research in Teacher Competency and Teaching Tasks. Research into Practice. 19, pp. 294-301.

Pearson, P. D. (Ed.) (1984). Handbook of Reading Research. New York: Longman.

Rupley, W. H. (1977). Stability of teacher effects on pupil's reading achievement over a two year period and its relation to instructional emphasis. In P. D. Pearson (Ed.). Reading Theory: Research and Practice. (26th Yearbook of the National Reading Conference).

Tikunoff, W. J., Berliner, D. C., & Rist, R. C. (1975). Special Study A: An Ethnographic Study of the Forty Classrooms of the Beginning Teacher Evaluation Study Known Sample. (Technical Report 75-10-5). San Francisco: Far West Laboratory for Educational Research and Development.

Warncke, E. A. and Shipman, D. A. (1984). Group Assessment in Reading, Englewood Cliffs, N. J.: Prentice-Hall.